

Each evaluation tool is comprised of **domains**. The number of domains varies based on the evaluation tool. Each domain represents a percent of the evaluation. The Professional Responsibilities domain is a consistent 20% on all evaluation tools for TD&E educators. For example, the SET is made up of three domains:

- 45% Elements of Effective Instruction
- 35% Environment for Learning
- 20% Professional Responsibilities

**Domain**

		<b>Elements of Effective Instruction</b>				
		Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Element</b>	<b>Rubrics and Criteria Charts</b>		<ul style="list-style-type: none"> <li>• No criteria have been developed</li> </ul>	<ul style="list-style-type: none"> <li>• Develops criteria that is unclear or have not been clearly communicated to the students</li> <li>• No charts posted or supplied to students</li> </ul>	<ul style="list-style-type: none"> <li>• Develops assessment criteria and standards that are clearly communicated to the students</li> <li>• Provides students with a chart that indicates expectations for the assignment or activity</li> <li>• Charts are used and defined for each summative assessment or learning activity</li> </ul>	<ul style="list-style-type: none"> <li>Meets Proficient AND:                             <ul style="list-style-type: none"> <li>• Students assist in creating the assignment criteria</li> </ul> </li> </ul>
	<b>Assessment of Student Learning</b>		<ul style="list-style-type: none"> <li>• No assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some assessment for learning; only whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various strategies to assess for each student throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Meets Proficient AND:                             <ul style="list-style-type: none"> <li>• Students self-monitor their learning progress toward objective</li> </ul> </li> </ul>

**Indicator**

Each domain is broken down into **elements**. Each element has performance level description **indicators** for Below Standard, Developing, Proficient, and Distinguished. Underlined areas under a performance level of Distinguished will eventually move to proficient as Saint Paul Public Schools implements strategies around Personalized Learning.

At the time of an evaluation, an Excel version of the tool is used to assist in summarizing information. Excel files can be downloaded from the [Human Resources](#) website.

### Scoring elements within a Domain

A logic table based on which indicators are selected determines a performance level for an element. No numeric values are assigned when indicators are first selected.

- ✓ An element is by default non-applicable. Once a single indicator is chosen a performance level is associated. Non-applicable elements do not factor into domain scores.
- ✓ If indicators are equally split between two adjacent performance levels, then the element level goes to the level to the left. For example, one Developing and one Proficient indicator will result in the element being Developing.
- ✓ If indicators are equally split between three adjacent performance levels, then the element level goes to the middle indicator. For example, one Below Standard, one Developing, and one Proficient will result in the element being Developing.
- ✓ If indicators are unequally divided between performance levels, then the logic table continues to analyze the situation. For example, two Proficient and one Developing will read as Proficient.
- ✓ Elements selected across the same row will give an error since this relates to contradictory information.
- ✓ Distinguished means that Proficiency has been fully met. No Proficient indicators can be selected to activate a Distinguished performance.

## **Scoring a Domain**

Once a performance level is assigned for an **element**, then a numerical score is associated.

Below Standard	1
Developing	2
Proficient	3
Distinguished	4

**Domain** calculations are determined by a weighted average. Domain calculations are not rounded back to a score of 1, 2, 3, or 4 instead the value is carried through.

$$\frac{(\text{number of elements Below Standard} \times 1) + (\text{number of Developing} \times 2) + (\text{number of Proficient} \times 3) + (\text{number of Distinguished} \times 4)}{\text{Total of elements selected in the Domain}}$$

<u>Domain Calculations Range</u>	
Below Standard	1.00 – 1.79
Developing	1.80 – 2.79
Proficient	2.80 – 3.79
Distinguished	3.80 – 4.00

## **Overall Summary Calculation**

Domain calculations are not rounded nor truncated; scores are carried through. For example, if Elements of Effective Instruction was rated at 2.67 (Developing) it does not start over at a score of 2 for Developing in overall summary calculations. Any part of the evaluation tool that is not applicable is scored “n/a”. No numerical value is assigned to “n/a”; this does not count against an educator’s summary calculation total. For example, on the SET:

45% of score from Elements of Effective Instruction  
35% of score from Environment of Learning  
20% of score from Professional Responsibilities  
Sum to get an overall score from 1 to 4

<u>Overall Summary Calculation</u>	<u>Range</u>
Below Standard	1.00 – 1.79
Developing	1.80 – 2.79
Proficient	2.80 – 3.79
Distinguished	3.80 – 4.00

It is recognized that by Minnesota Law administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the SET. The TD&E committee recognizes that administrators can observe educators and give meaningful feedback on a regular basis during any part of the three-year cycle (e.g. feedback through classroom walkthroughs). If an educator is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, [Article 18, Section 1, Subd. 3](#).

## **Overall Summary Comments and Evidence**

At the end of the evaluation tool is a place for Areas of Strength, Areas of Growth, and Next Steps. These areas will highlight key areas of an educator’s practices. During the post-observation conference, the educator will receive a paper copy of the Excel file. The educator and evaluator will sign the form and the administrator will submit a copy to Human Resources

within two weeks of the evaluation. More information about what to expect in a post-observation conference can be found on the [TD&E Summative Evaluation](#) page.